DOCUMENT RESUME

ED 046 960 TE 002 233

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TITLE A Suggested Model for Developing Speech Programs in Pennsylvania; and An Analysis of Pennsylvania's Suggested Model for Developing Speech Programs: Draft 5.
INSTITUTION Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Curriculum Planning and School Evaluation.
PUB DATE Sep 68
NOTE 15p.
JOURNAL CIT Pennsylvania Speech Annual; v25 p26-40 Sep 1968

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Communication (Thought Transfer), *Curriculum Development, Curriculum Evaluation, *Educational Objectives, Learning Processes, Listening, *Models, Speaking, *Speech Curriculum, *Speech Education, Speech Instruction, Teacher Education

ABSTRACT

In the first section of this two-part report, Donald H. Ecroyd discusses a proposed working model for developing speech programs which contains (1) a rationale for speaking and listening instruction at all levels, (2) a diagram of specific objectives and a schematic design for translating these into a speech program, (3) suggestions for classroom teacher preparation, (4) a listing of representative objectives for each aspect of the model, and (5) the five developmental steps for speech programs--basic assumptions, definition of principles, development of objectives, statements of application, and criteria for evaluation. In the critique contained in the second section of the report, Frank Clark states that the model presents a sound framework for further study and application, but does not stress the broader aspects of speech education because it is too closely allied with public address, lacks sequential development, and fails to present instruction and references for beginning teachers. Also included are suggestions for improving the model and a bibliography of speech curriculum models, projects, and reports. (JM)

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The Pennsylvania Speech Annual,
Vol. 25, September 1968.

ED 046960

A Suggested Model For Developing Speech Programs In Pennsylvania:

AN ABSTRACT FROM WORKING DRAFT #5 OF A POLICY STATEMENT BEING PREPARED JOINTLY BY THE PENNSYLVANIA SPEECH ASSOCIATION AND THE BUREAU OF CURRICULUM DEVELOPMENT AND SCHOOL EVALUATION, DEPARTMENT OF PUBLIC INSTRUCTION, HARRISBURG.*

abstracted by Donald H. Ecroyd, *Professor, Temple University*

Rationale: Speech is a distinguishing feature of man, uniting human kind, and bringing men more and more frequently into contact as modern means of transportation and communication develop. Some 90% of school communication is carried on orally. Despite the general importance of oral communication in life and in the classroom, however, only the speech handicapped usually receive training. Speaking and listening should be taught as integral parts of education at all levels. When we realize that many psychologists now tell us that almost all thinking is sub-vocal speech, the importance of speech training becomes even more apparent.

Present practice and status in Pennsylvania has been previously pointed out in various D.P.I. publications:

1. Speech can be taught in the high school for academic credit.
2. Speech credit can be counted as a part of the required block of credits in English.
3. Speech training has high priority as an educational goal for the elementary schools of the Commonwealth.
4. Over 300 teachers are already teaching speech in Pennsylvania high schools; 122 teach only speech, the others teach speech as part of their load.
5. Teachers can be certified in Speech by the Department of Public Instruction.
6. A number of Pennsylvania colleges and universities are already offering certification programs in Speech and in Speech/English.

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Objectives of Speech Education:

Speech involves understanding and effectiveness in the communication interaction of speakers and listeners. One's thoughts on any subject, and his feelings about the topic and his listeners

*(The Working Draft is available in mimeographed form from the Bureau of General and Academic Education, Department of Public Instruction. It will probably undergo further revision before its final, printed form. The following abstract, together with the critique by Prof. Frank Clark of Trenton State College in New Jersey, are designed to stimulate thought and conversation. The Executive Council of the P.S.A. invites your comments, and suggests that they be sent directly to Dr. Ecroyd at Temple University in Philadelphia.)

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are inseparable. The joining of thought and feeling involves the finding, creating, and developing of ideas. Without ideas, a speaker can have nothing of value to say; successful speaking presupposes that the speaker will have searched his own mind and the utterances of others before offering opinions or stating facts. He must master his language, learning to use it in a manner intelligible to his hearers. With this learning must go the ability to understand and analyze audiences (whether one person or many), adapting his support of his ideas and his language to their needs and interests. He must develop control of his voice and other physical actions in such a way as to convey his thoughts and feelings in an effective manner. The ultimate test of effectiveness is not only whether his listeners respond in the way which the speaker intended, but also whether the speaker himself felt content with his own ability to verbalize his inner thoughts and emotions.

Schematic Model of Speech Objectives: The model presented in this working paper is in two essential parts: a diagram of speech objectives, and a systematic design for translating these objectives into program. The developmental steps are: "(1) assumptions; (2) principles; (3) objectives; (4) applications of content and method; and (5) criteria for evaluation". These categories are developed in a definite order, constituting an approach to the planning and evaluating of both over-all curriculum and individual courses.

> The *assumptions* in the working model are declarations based on knowledge of practice, experience, and/or deliberation. They are the result of observation and experience which leads to statements of belief, often very general and difficult for the average person to translate into action. However, their importance to the working model is critical.
>
> Once these assumptions are stated, the next step is to define those *principles* which are statements of persistent relationships between two or more phenomena which will give directions to the development of objectives. . . .
>
> After the principles have been determined, it will be necessary to make specific statement for classroom implementation. These then become the *objectives*. With clear objectives to work with, the teacher will be able to select appropriate content and methods for the learner.
>
> To check the validity of the content and methods, criteria are developed to provide specific measurement of growth.

With the above suggestions in mind, the following chart is presented. Each objective on the chart is then developed according to the pattern outlined. The idea is that the individual teacher can follow the pattern in determining what ought to go into his own course of study. In this way,

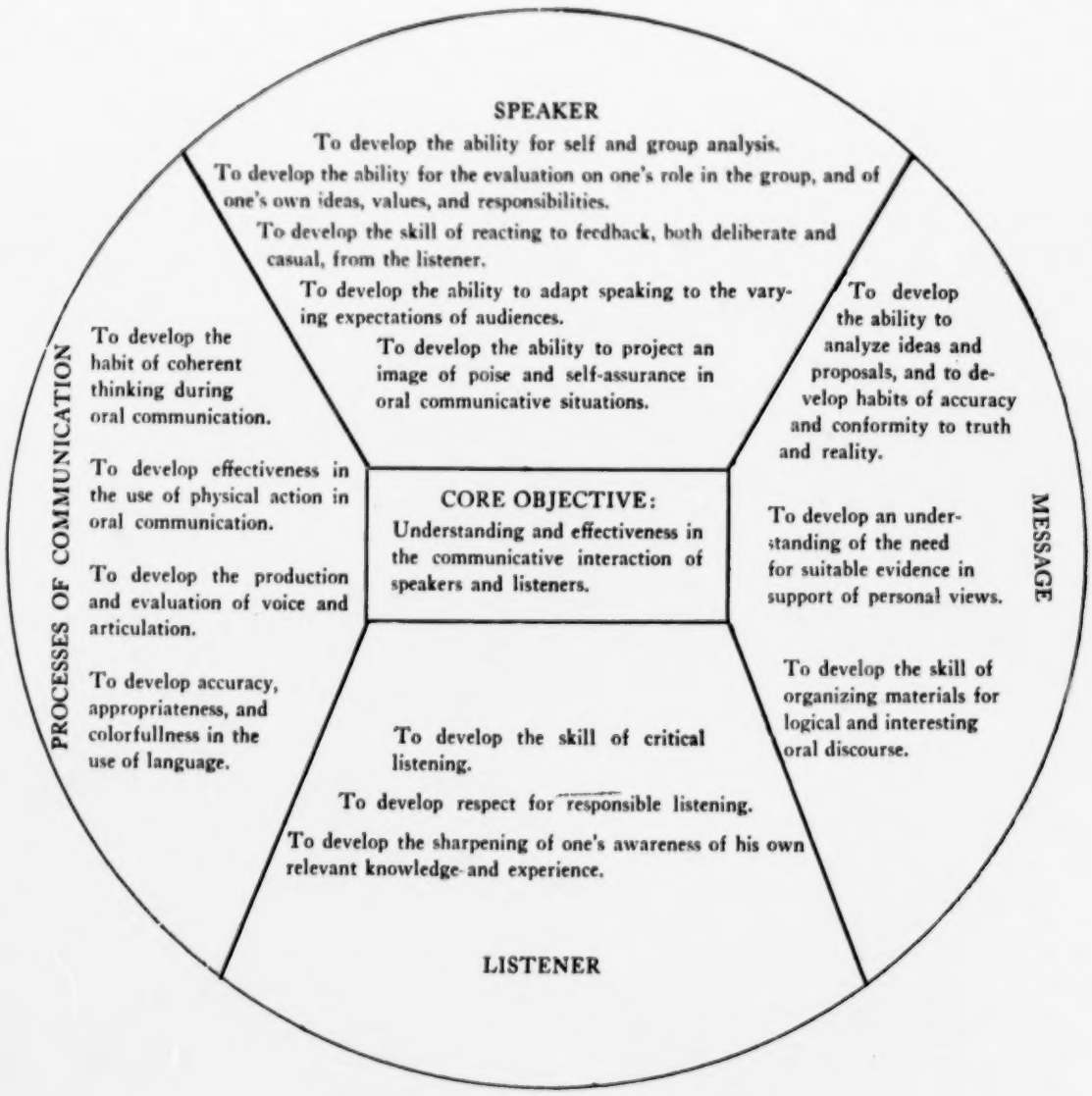
each course of study developed is uniquely related to pupils involved, and to the teacher's own abilities and interests. In order to plug into the system, the teacher must raise the following questions:

> Which of these objectives seem appropriate for your grade level?
>
> Which seem appropriate for your type of student? Your community?
>
> Are all of your own assumptions present in the list, or are there other statements of belief concerning speaking and listening which you believe should be made?
>
> Once the list does include all of your assumptions, what principles can they be said to represent?
>
> How can these principles be translated into objectives?
>
> How can the resulting objectives be met with appropriate content and methods?
>
> How can the content and methods be evaluated to determine whether or not the objectives are being met?

The course of study, in other words. must be an individualized one, based upon the assumptions of the teacher-school-community involved; incorporating only the related objectives, taught and evaluated by appropriate means. No over-all, state-wide course of study seems genuinely possible, given an approach that embraces all grade levels, and an area so sociologically differing as our entire state. (See the schematic diagram)

For purposes of illustrating the method, two sheets are included representing "objective" statements from the visual model. These show the treatment each such statement is given. The statements chosen are the third under *Speaker,* and the third under *Message.* (See the developmental analysis charts)

Classroom Teacher Preparation: The complete model is followed by a brief statement concerning the preparation of teachers who can perform the teaching tasks the model represents. The primary point of this section is that training *is needed,* and that there is a real difference between teaching the speaking and listening skills and merely making assignments requiring oral performance.


SPEAKER
To develop the ability for self and group analysis.
To develop the ability for the evaluation on one's role in the group, and of one's own ideas, values, and responsibilities.
To develop the skill of reacting to feedback, both deliberate and casual, from the listener.
To develop the ability to adapt speaking to the varying expectations of audiences.
To develop the ability to project an image of poise and self-assurance in oral communicative situations.
PROCESSES OF COMMUNICATION
To develop the habit of coherent thinking during oral communication.
To develop effectiveness in the use of physical action in oral communication.
To develop the production and evaluation of voice and articulation.
To develop accuracy, appropriateness, and colorfullness in the use of language.
CORE OBJECTIVE:
Understanding and effectiveness in the communicative interaction of speakers and listeners.
MESSAGE
To develop the ability to analyze ideas and proposals, and to develop habits of accuracy and conformity to truth and reality.
To develop an understanding of the need for suitable evidence in support of personal views.
To develop the skill of organizing materials for logical and interesting oral discourse.
To develop the skill of critical listening.
To develop respect for responsible listening.
To develop the sharpening of one's awareness of his own relevant knowledge and experience.
LISTENER

Other interesting models based upon a similar philosophy of oral communication can be found in David K. Berlo, *The Process of Communication* (New York; Holt, Rinehart, and Winston, 1960), and in *Speech Communication Principles and Practices* by Raymond S. Ross (Englewood Cliffs, N.J.; Prentice-Hall, 1965).

SPEAKER

Assumptions	*Principles*	*Objectives*	*Applications*	*Evaluative Criteria*
Success in speaking is related to the ability to anticipate audience response and to be sensitive and responsive to a audience-speaker feedback while the speech is taking place.	Sensitivity to feedback is important in all kinds of communication to prevent misunderstanding, bypassing, inappropriate responses, mis-evaluation, "allness" reactions, and other semantic rigidities.	To develop the skill of reacting to feedback, both deliberate and casual, from the listener.	In-class speeches in which the student is provided with planned feedback from his audience in the following forms: 1. Moment-to-moment evaluation by all members of the audience while the speech is in progress. 2. Instructions flashed to the student from the instructor while the speech is in progress. 3. Feedback sheets evaluating the speech immediately after it is given. This by students and/or instructor. 4. Heckling by members of the audience during the speech. 5. Oral critique of the speech immediately after it is given. 6. Written analysis by speaker of the non-verbal feedback observed during the speech.	The effectiveness of the student's response to feedback can be judged in the following way: 1. Ability to continue without becoming flustered or disorganized. 2. Ability to alter the basic plan in order to accommodate the requirements of the situation. 3. Ability to project expectations more or less congruent with the audience's own expectations. 4. Ability to accept criticism and place it in its proper perspective. 5. Ability to construct a self-image that is not far out of line with the image the audience is receiving. 6. Ability to describe non-verbal feedback observed while speech was in progress.

MESSAGE

Assumptions	*Principles*	*Objectives*	*Applications*	*Evaluative Criteria*
There is a positive correlation between the organization of materials for oral presentation in a logical manner and the effectiveness of the speech upon a particular audience.	1. Organization of materials provides for easier comprehension on the part of the audience. 2. Audience attention can be held only when material is presented in a logical sequence. 3. Organization of materials makes for better retention of facts to be presented than if material was simply thrown together in any fashion.	To develop the skill of organizing materials for logical and interesting oral discourse.	1. Analysis by listener of the effectiveness of organization of material. 2. Develop outlines for different audiences. 3. Pick a hypothetical audience and determine ways of adapting to their desires. 4. Analyze famous speeches for organizational structure. 5. Oral interpretation of material cut and arranged to retain organized message. 6. Restructure of scrambled outlines.	1. Given a need to organize materials logically, the learner consistently presents data judged sufficiently appropriate by teacher and other listeners. 2. Given a need to organize materials logically, the learner deemed as more interesting than if material was unorganized.

An Analysis of Pennsylvania's Suggested Model for Developing Speech Programs: Draft 5

Frank Clark

Assistant Professor, Trenton State College

Any analysis of a suggested model for a speech program in the public schools of a state immediately implies that certain criteria for valid judgment must be selected and judiciously applied if the evaluation is to be accurate and of value to the proposing group. In respect to the present analysis of the *Suggested Model for Developing Speech Programs in Pennsylvania,* two criteria will be used. (1) Is the model representative of the best thinking and practices in the field of speech? (2) Have the recipients of the model been given a practical and usable tool for the program of speech education suggested?

Since 1945 the Speech Association of America has issued several committee reports in which programs for speech education in both elementary and secondary schools have been outlined in detail, along with suggested procedures for the proper evaluation of those programs.[1] Changes in course content, sequential development, and the philosophy of such a program have broadened to such an extent that speech is presently considered as a reputable liberal arts discipline. Although some reluctance or disagreement still exists between the traditional liberal arts disciplines and the discipline of speech toward giving the latter its proper place in the college curriculum, it is quite apparent that modern innovations in curriculum practices are indicative of acceptance of the field on equal terms.[2] The change in attitude is partly the result of the broadening concept of the real purposes of speech education. No longer should the emphasis be on just public speaking, but rather on the whole development of the individual in the communicative arts. Such an emphasis must also be on content, not just on the skills involved. The value of the content must be stressed to such a degree that most educators will readily agree that the knowledge being imparted is essential to the development of an educated man.

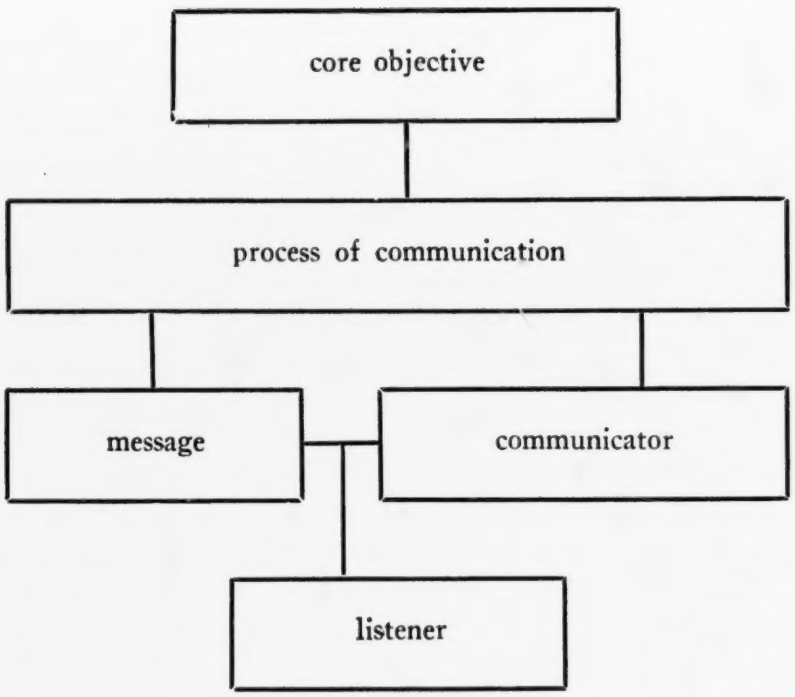
An examination of the program under consideration in Pennsylvania reveals an apparently insufficient stress upon some of the broader aspects of speech education as evolved throughout the years by scholars in the field, especially as reported in the Speech Association of America committee reports.[3] The fourfold division of *speaker, message, listener,* and *processes*

of communication proposed in our model seem too closely allied with public address. Many school administrators will immediately conclude that public address and skills constitute the entire model program. To be more specific, let us examine the introductory chart to see just how it presents a narrow picture of the broader concepts that should be there.[4]

For example, the use of the word, "speaker", is probably unfortunate; and a broader term, such as "communicator", might better have been used to suggest that all forms of the communicative arts are being considered—not just the formal "speaker" engaged in public address. Under the "message" the major ideas of analysis, evidence, and organization are generally construed as constituting tools of the "speaker's" trade. Under the "Processes of Communication," the last three of the four major ideas of straight thinking, good physical action, proper use of the voice, and effective language again constitute tools of the speaker's trade. Even in the "core objective" of understanding and effectiveness, the stress is placed upon the speaker-listener relationship. In the "Listener" section, the first departure from the speaker's dominance of the entire model occurs, but the section is overwhelmed by the predominance of what seems to be a public address philosophy in the other three major divisions. The model is apparently "speaker" oriented, despite the statement of the core objective.

Furthermore, the chart and the overall plan of the program that follow in greater detail might perhaps be more wisely and effectively organized. For example, material under "Processes of Communication" deals primarily with essential aspects of the oral phases of public speaking, and cannot be easily construed as constituting the real process of communication. Voice, physical action, and language belong under the "speaker" as a part of his equipment—they are not the significant parts of the process of communication itself. That process must deal with the communicator, his relationship to the listener, and the message communicated. Therefore, under "Processes of Communication," such concepts as these should appear: feedback, audience adaptation, analysis of one's place in the group, as well as all the elements listed under "listener". These, plus many more, are the objectives that should be considered in this section.

A simpler arrangement for the chart might be one such as the following. Such a change would emphasize the relationship among three essential elements in an adequate program of speech education: the process of communication itself, the communicator, and the message. To these, if one's educational goals make it desirable, can be also added the fourth element: the listener.[5]



The changed and broader core objective, "Understanding and Effectiveness in Communication", will stress the liberal arts approach in the overall planning of such a program and will minimize the public address aspects of the initial impression made in the original chart—which is probably misleading and not representative of the intent of its framers.

The second criterion to be applied to such a program must be a pragmatic one: Is this program really usable? Before answering this question, one must comment briefly on the statistical or factual information presented concerning the status of speech education in the state of Pennsylvania. The facts presented indicate that there are about three hundred speech teachers in the state; that credit for speech can be given in lieu of English, and that certification in speech can be achieved. These facts reveal quite clearly that Pennsylvania is making progress in "selling" speech to the public, but that more must be done to convince public officials, school administrators, and colleagues in other disciplines that speech education offers a body of knowledge and training that no other field can present. Furthermore, syllabi provided for general consumption must be detailed enough and practical enough for use by both the trained and untrained teacher assigned to teach communication courses.

School officials, particularly principals or department chairmen, receiving the program as it now is published, will probably object to its lack of a sequential development for grade levels and ability groups, in addition to

its failure to present detailed instructions or references for the inexperienced teacher. For example, an examination of the objective sheet for the organization of messages offers very little that is concrete concerning various methods of organization, or of special devices for the proper analysis of speeches. This sheet, which is typical of other sheets in the program also, is lacking specific content and methods. The assumptions and principles seem to be sound. The evaluative criteria make sense. But just *how* does the teacher know *what* to teach and *how* to teach it?

The preceding objection is based upon the premise that the teacher given the responsibility for teaching individual courses suggested by this program may very well lack the proper training to give the details required. A teacher of speech in Pennsylvania may be certificated with only twenty-four credit hours of course work at this moment—hardly preparation for expertise! Also, the very fact that there are only three hundred qualified speech teachers among the thousands of teachers in the state of Pennsylvania would seem to indicate that there is a real possibility that new courses might well be taught by persons with even less training. In view of the fact, then, that untrained or only relatively trained personnel are likely to be asked to use the proposed model, it is highly possible that any one of the following may happen: (1) the program will be put aside and ignored, (2) an inexperienced teacher will select only those parts of it with which he feels equipped to deal and will omit much of real value, or (3) the administration will become more set in its philosophy of relegating speech education to an occasional speech unit taught by the already overworked and often unwilling English teacher.

In fairness to the authors of the program, I should like to say that they deserve much credit for presenting a *sound framework* for further study and application. The next task should be for the issuing agencies to take each of the major divisions of the program and work out a full outline with references, specific techniques, model programs for comparative study, and the like. There should be lists of courses to be offered arranged in a suggested sequential order, with sources of assistance for the inexperienced among the personnel involved.[6] The argument that the program is not intended to spell out all the details for all situations in the elementary and secondary school can be accepted and justified as a reasonable one. However, professional people must pay more attention to the recipients of their efforts and must present models or yardsticks with specific information that can be tried by the ordinary classroom teacher or willing administrator whether trained in speech or not. Adequate speech education will not become a reality until this is done and until enough professionally trained people become available. In the meantime, let us commit the fault

of being too specific and even dogmatic with the untrained until they become better qualified to make their own decision.

To the sincerely interested educator who is properly motivated there is a wealth of information available for the development of model programs. It seems to me that the task of the professional speech person or organization should be to lead the way. For example, listed below are sources that should reach public school personnel either in abstract form as parts of model programs, as material suitable for workshops, or as professional advice provided by speech consultants who are made available through the guidance and free services of the professionals in the field:[7]

1. Committee reports of the Speech Association of America, as well as many other articles, list invaluable material concerning proper speech content for consideration by boards of education, curriculum advisers, administrators, teachers of communication courses, and in-training teachers in developing a proper understanding of the place and importance of speech education in the total process of education: See 1, 2, 22, 28, 29, 31, 33, 34, and 35.
2. The depth and responsibility of the field itself should be stressed by references to the following articles: 4, 5, 24, 31, and 36.
3. The concept of *speech for all* in the *total* school program should be emphasized by reference to these articles: 8, 18, 21, 25, 35, and 37.
4. Methods of training the personnel involved can be found in these sources: 11, 19, 22, 28, and 33.

Although professional organizations can and should contribute significantly to the development of a sound speech program in the elementary and secondary school curriculum, the task must also extend to the teacher-training institutions that are responsible for equipping future speech teachers.[8] Therefore, in analyzing the model under consideration, one must evaluate it in terms of that training. Are these students really capable of analyzing this skeleton outline? Are they aware of existing conditions? Can they make adjustments to the methods suggested? Can they devise adequate evaluative tools to test the efficacy of the outcome? Can they create new content, methods, and evaluative tools for the specific grades, school systems, communities in which they will be working? In other words, is the blueprint provided the right one for the knowledgable but inexperienced teacher? Are teacher-training institutions providing the field with personnel for the jobs to be done?

The answer is partly in the affirmative. Students exposed to individual speech courses in a teacher-training institution should have the content

knowledge at their fingertips so that they will know *what* to teach. The suggested model presents quite adequately a concentrated list of areas of content, even though it does neglect the specifics of these particular areas. Recent graduates, if properly trained, should be able to amplify and augment the model program as suggested. The danger lies, however, in the fact that most graduates will teach what they have been taught on the college level and will fail to make vital and necessary adjustments to gear the content to the ability of lower grade level students. Also, unless they are forced to keep up to date and to question the value of the content taught, the methods used, and the outcomes expected, it is unlikely that speech education will advance or be taught as effectively as it should be.[9] Furthermore, unless students are impressed with the broader aims of the entire field and the relative importance of speech education in the overall curriculum of both the elementary and secondary school, the program that is really needed will never evolve.

The trainee, then, must be master of his trade, an inquiring individual who constantly questions and evaluates what is being done, and a flexible innovator who can analyze conditions and make necessary adjustments to cope with the inexperienced colleague, the unappreciative or indifferent administrator, and especially with the curriculum specialist. Unfortunately, many trainees today do not realize the importance of the broader aspects of their training. Therefore many of them will select the "Applications" or "Evaluative Criteria" from the model program and use just those parts that appeal to them, or the parts that coincide with courses in their own previous college training.[10] The job of the professional organizations and the teacher-training institutions, then, is to counteract this natural tendency by spelling out in greater detail just what should be taught and how. The job of the administrator is to realize the place of speech education; to provide adequately for it in courses, personnel, and facilities; and to supervise so that the real aims are accomplished by insisting that the entire recommended program must be adequately presented, and not just some part of it.

Before drawing general conclusions from this study, the author must express a debt of gratitude to the Pennsylvania Speeech Association and to the Department of Public Instruction of the Commonwealth of Pennsylvania for attempting to put in concrete form a pattern for developing speech programs. The task has not been an easy one. It is obvious that much reflective thinking has evolved from an analysis of the entire field and that evaluative judgments had to be agreed upon by persons with divergent views. The end product, even though not exactly what I might wish, is a significant contribution to the field and a step in the right direction. Other

states should undertake similar reports. Now is the time for all agencies concerned to submit further studies and to provide the necessary tools and details to accomplish the objectives desired.

FOOTNOTES

1 Found in such reports as: *Bulletin of the National Association of Secondary School Principals,* November, 1945, Volume 133; January, 1954, Volume 38; and April, 1967, Volume 51.

2 Many arguments against the field are well founded, but when such an eminent scholar as Robert Pooley takes the position that English teachers should teach content, while speech teachers should teach skills, one begins to wonder about the validity of other opposing arguments. See R. Pooley, "Oral Communication in the English Curriculum", *Speech Teacher,* XV, (1966) 26-9. John DeBoer ably refutes Mr. Pooley's position by showing that it is educationally impossible to divorce the two fields. See J. DeBoer, "The Relations between Speech and English in the Curriculum of the Secondary School," *Speech Teacher,* XI (1962) 101-104. Much of the criticism against speech education is dispelled quite effectively by Pennsylvania's own Carroll Arnold in "The Case against Speech; an Examination of Critical Viewpoints," *Q.J.S.,* XL (April, 1954) 167-169.

3 In rather concise form, the entire philosophy of the Speech Association of America, in respect to speech education, is reported in "A Program of Speech Education," *Q.J.S.* XXXVII (October, 1951) 353-8. This article should prove to be invaluable for interested superintendents and other administrators because it lists specific courses and extra-curricular programs.

4 Any person examining the article by William Buys will readily conclude that public address should *not* be emphasized as being *the* communicative arts program. See W. Buys, "Speech Curriculum for All American Youth," *Speech Teacher,* XV (1966) 20-25.

5 This position is supported by Reid's division of the process of communication into three areas: message, medium, and receiver. See: Loren Reid, "The Discipline of Speech," *Speech Teacher,* XVI (1967) 1-10.

6 It is my understanding that a Title III, ESEA, Demonstration Speech Education project involving the development of ten "lighthouse" programs scattered over the state of Pennsylvania in geographically and sociologically differing areas has been approved, with Dr. Donald Ecroyd as Project Director and the Charleroi Area Public Schools as grantee. This should prove a highly desirable step in the above direction.

7 To save space in the text of this report, reference here will be made to the itemized *numbers* in the formal bibliography. These specific references should be very helpful in obtaining the information desired about each of the major areas listed.

8 Perhaps one of the best reports concerning the adequate training of teachers can be found in the Speech Association of America sub-committee report in: E. Konigsberg, *et al,* "Principals and Standards for the Certification of Teachers of Speech in Secondary Schools," *Speech Teacher,* XII (1963) 336-7.

9 For example, some of the ideas of my Trenton State College colleague, Dr. Harold Hogstrom, offer challenging food for thought. See: H. Hogstrom, "Old Wine in New Bottles or a Modest Proposal of the Speech Curriculum", *Speech Teacher,* X (1961) 194-9.

10 Invaluable reading for the student who is inclined to think of speech education in terms of isolated courses is: A. Weaver, *et al,* "What is Speech? A Symposium," *Q.J.S.,* XXXXI (April, 1955) 145-153.

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